

YES

# South Carolina Governor's School for Science and Mathematics

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	N/A	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Excellent	N/A
2004	Excellent	Excellent	Yes

PERFORMANCE	Data
Advanced placement (AP) Pass Rate	88.4%
Graduates' College Freshman GPA (In-state Colleges)	3.52
SAT Average (High Verbal/High Math)	1376

AP TEST SCORE DISTRIBUTION							
Score	5	4	3	2	1	Total	
# of students (%)	67(24%)	110(40%)	68(25%)	29(10%)	3(1%)	277(100%)	

College Freshman GPA						
GPA	3.5-4.0	3.3-3.5	3.1-3.3	2.9-3.1	<2.9	Total
# of students (%)	15(52%)	4(14%)	5(17%)	0(0%)	5(17%)	29(100%)

SAT Scores				
	Middle	e 50%	Rar	nge
SAT Verbal	640	740	540	800
SAT Math	650	730	580	800

# A Special Note on Performance

Every student at Governor's School completes a research course requirement that is a distinctive learning and maturing experience. Senior research begins with at least six full weeks of research in the summer following the junior year. Most of the students conduct their research at university or industrial research facilities under the mentorship of professional scientists or engineers. Students work with their research mentors and Governor's School advisors during the senior year to compile and analyze their research findings, prepare formal research papers, and present their work at a school-sponsored colloquium and at the SC Junior Academy of Science annual meeting.

# South Carolina Governor's School for Science and Mathematics

SCHOOL PROFILE		SCHOOL PROFILE				
INDICATORS OF SCHOOL PERFORMANCE						
	Our School	Change from Last Year				
Students (n=127)		Last real				
Retention rate	0	Same				
Attendance rate	99.1%	Up from 98.4%				
With disabilities other than speech	0	Same				
Older than usual for grade	0	Same				
Out-of-school suspensions or expulsions for violent &/	N/A	Same				
or criminal offenses	IN/A	Same				
Annual dropout rate	N/A	Same				
Students in residence	127	Same				
National Achievement Semifinalists/Finalists	38%					
		Up from 29%/29% Same				
Seniors Completing Science Research Project	100%	Same				
Community Service-hr./student	83					
Graduating attending college	100%	Same				
Seniors eligible for LIFE Scholarship	100%	Up from 98.3%				
Total scholarship offered	\$7,517,548	Up from \$6,204,981				
Number of seniors	58	Same				
National Merit Semifinalists/Finalists	20%/20%	Down from 27%/27%				
Teachers (n=14)	4000/	â				
Teachers with advanced degrees	100%	Same				
Highly qualified teachers	N/A	N/A				
Teachers with emergency or provisional certificates	N/A	N/C				
Teachers returning from previous year	93%	Up from 86%				
Teacher attendance rate	98.4%	Up from 98.2%				
Average salary	\$52,835	Up from \$50,868				
Professional development days per teacher	6	Same				
Teachers with Doctorates	79%	Same				
Years teaching experience-middle 50%	14 to 30	Up from 10 to 29				
School						
President's years at the school	3	Up from 2				
Student-teacher ratio in core subjects	10 to 1	Same				
Prime instructional time	97.3%	Down from 98.3%				
Dollars spent per pupil	\$11,920 a	N/A <sup>b</sup>				
Percent of expenditures for teacher salaries	33.4%	Up from 34.8%				
Opportunities in the arts	N/A	Same				
Parents attending conferences	49.2%	Down from 58.6%				
SACS accreditation	N/A	N/A				
University/Industrial Partners in Research Mentor Program	14	Down from 23				
Mentors in Research Program	62	Down from 74				
Student clubs and organizations	34	Up from 31				
Students active in clubs/organizations	100%	Same				
Varsity sports teams	9	Same				
Students participating in varsity sports	73%	Up from 71%				
Students returning to home high school	6.2%	Down from 8.5%				
Outreach to other schools:						
High school units by Distance Learning	0	Down from 62				
High schools participating in Distance Learning	0	Down from 14				
Middle school students in Saturday Academies	461	Down from 532				
Students in Summer Science Program (SSP)	245	Down from 324				
University Partners in SSP	11	Down from 12				
Six-week summer research positions for other HS	17	Down from 26				

<sup>&</sup>lt;sup>a</sup> Costs for academic program including summer research, but not residential life.

# **Abbreviations for Missing Data**

<sup>&</sup>lt;sup>b</sup> N/A due to change in method of computation beginning with the 2003-2004 year.

## South Carolina Governor's School for Science and Mathematics

## REPORT OF PRESIDENT

Founded in 1988, GSSM enters a new era this year, as we have occupied our new campus in Hartsville. Our core mission is unchanged: to provide the formative stage in the education of scientifically astute and ethically aware leaders for the expanding knowledge-based economy. Although not yet completed, the new campus gives us a renewed sense of identity as the beacon of educational excellence we are charged to be.

GSSM continues to perform at the highest levels in both our Residential and Outreach programs, with minor annual variations, reflecting our determination to deal proactively with the budget constraints forced by state revenue shortfalls. Our curriculum is second to none in the state in its scope, depth and challenge, not only in science and math, but also in the humanities. The significant achievements of the students in residence in Hartsville (1376 average SAT, highest in the state; \$7.5 million in scholarship offers to seniors; the average student completes four Advanced Placement tests, with an 88% pass rate; 100% of seniors completed a research project at a state university or industrial lab) are buttressed by formal study of ethical issues in science, business and public service through coursework and seminars by prominent state leaders

Appropriate emphasis on extracurricular activities for all students (73% participated in varsity sports) continues to build strong school spirit. The soccer and tennis teams advanced to the state Division I-A playoffs, and the Chess Club has won the state championship eight times in the past twelve years.

GSSM's Outreach is charged with sharing exemplary programs statewide to improve science achievement. Team GEAR UP provided standards-based science instruction for disadvantaged middle schoolers across the state, and our Summer Science Program encouraged 9th and 10th graders to explore "real" science, math and computer science. Our Distance Learning program fell victim to state budget cuts, depriving students statewide of this access to advanced courses.

The move to the new campus provides a highly visible affirmation of South Carolina's commitment to excellence in education. When funds permit, we will complete the campus and enter a new phase of growth, doubling our enrollment and revamping our curriculum in advanced technology.

While state revenue shortfalls and resulting budget cuts continue to create significant difficulties, GSSM is meeting its mission of excellence.

Murray W. Brockman, President

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS					
	Students*	Teachers	Parents*		
Number of surveys returned	62	15	50		
Percent satisfied with learning environment	87.1%	100.0%	93.9%		
Percent satisfied with social and physical environment	88.5%	100.0%	95.8%		
Percent satisfied with home-school relations	88.7%	93.3%	89.6%		

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

#### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.

<sup>\* 11</sup>th grade students and parents were surveyed.